

MANUAL FOR THE VIETNAMESE ELICITED IMITATION TEST

Craig Chaudron, Hanh Nguyen, & Matthew Prior



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PREFACE

To the language teacher, curriculum or testing specialist, or researcher,

This Vietnamese Elicited Imitation Test was developed for use in Vietnamese language teaching programs and research projects in which an assessment of Vietnamese oral proficiency was desired for placement or other curricular or assessment purposes. It consists of two equivalent test forms, each with 48 test sentences of varying lengths and incorporating grammatical structures typical of Vietnamese speech. The test requires learners to imitate the sentences to the best of their ability, and evaluation of their total performance should lead to reliable judgments as to their relative level of proficiency in spoken Vietnamese. The test has been developed as a pilot with only a small number of learners and native speakers (28 in total—data analysis on these is reported in Appendix I), but analyses demonstrate good reliability and potential validity with respect to other measures (comparison with native speakers and learners' self-assessments). We will be undertaking further analyses with data from additional learners, and will provide information on outcomes with them to any interested users of the test.

We expect that practitioners employing this test will use it appropriately, as for example in the following ways:

- Holistic score averages for students on the entire test can be used to array them into ability groups. Initially, we recommend grouping around the primary score points of 0, 1, 2, 3, and 4.
- Comparisons can be made between scores on this measure and any test/measure employed by a language teaching or research program (e.g., grammar tests, reading, pragmatic ability), in order to verify placement, diagnose specific skill differences, or associate with other experimental performance.
- The parallel/equivalent forms of the test can be used for pre-test/post-test comparisons of progress after training.
- Detailed scoring can be used to diagnose specific difficulties of students with phonological, lexical, or syntactic phenomena in Vietnamese.

We welcome results from and reactions to the test from anyone employing it with their learners.

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INTRODUCTION

Practitioners engaged in teaching second languages, as well as researchers studying the development of second language competence, constantly need to obtain reliable and valid measures of their participants' knowledge of the target language. Just as in the study of first language acquisition, through the years a wide range of tasks and measures to assess learners' competence has been used, with no single one allowing a privileged view into the learner's knowledge. Various standardized tests of achievement and proficiency have been the main focus of language testing experts, although the earliest studies of second language acquisition (SLA) adopted procedures or assessment instruments to determine learners' competence on more limited domains of performance.

A large amount of data on learners' production has been drawn from free conversation or writing and interviews, but it is known that data obtained in this way can be constrained by social and contextual factors, are often highly variable, depend on physical contingencies such as fatigue, or reveal fewer specific target rules than those of interest to the tester, as when learners avoid the use of certain structures. Since the purpose of many investigations is to elicit only specific target forms, a wide range of instruments and procedures have been adopted in SLA research. These include *structured interviews*, *reading aloud*, *structural exercises*, *completion tasks*, *elicited imitation*, *elicited translation*, *guided composition*, *question and answer (with stimulus)*, *stimulated recall*, *reconstruction*, *communication games*, *role play*, and a number of more intuitive (meta-cognitive) procedures such as *error recognition and correction*, *grammaticality and other meta-linguistic judgments*, and *card sorting*.¹

Among these procedures, elicited imitation (henceforth, "EI"), sometimes called "sentence repetition," has been used for a very long time in both first- and second-language research. Over time it has gained attention as a likely reliable indicator of both general language competence and more specific competence on target forms. The application of EI to the assessment of second language learners' oral and aural proficiency has thus been the participant of a test development project with a number of distinct languages. This manual is the result of a project on the measurement of Vietnamese proficiency. It will describe the general nature of performance on EI and then the particular procedures required in order to administer the test to learners, followed by procedures for scoring and analysis. The preliminary results of application of this test in pilot work will also be reported in Appendix I.

What is an elicited imitation proficiency test?

According to Larsen-Freeman and Long (1991, p. 28),

The usual elicited imitation procedure is to have the researcher read to the participant a particular set of sentences containing examples of the structure under study (or better, play a tape reading since it standardizes such aspects as rate of delivery). The participant is asked to imitate each sentence after it is read. The procedure is based on the assumption that if the

¹ See Chaudron (1985, 2003) for a discussion of the use of several such methods in research on second language input and intake.

sentence is long enough...a participant's short-term memory will be taxed and consequently the participant will be unable to repeat the sentence by rote. What the participant will have to do, instead, is to understand the sentence and to *reconstruct* it using his or her own grammar... [emphasis added]

This notion of “reconstruction” is fundamental to the process of production in EI. The process is a complex one, and the results of such reconstruction are not always straightforward. In order to give an idea of the sort of phenomena EI involves, Bley-Vroman and Chaudron (1994, p. 246–247) listed a number of general observations about EI performance from the literature:

1. Competent native speakers can indeed often repeat grammatical sentences accurately. However, not all grammatical sentences are always accurately repeated: even native speakers make errors. Likewise, a learner who can use a particular structure in free conversation will not always imitate that structure correctly in an EI task. (In these cases, scholars of language development may observe that “production precedes imitation” or that EI is a “regressive measure.”)...
2. Adult speakers can imitate ungrammatical strings (within limits). Learners can imitate accurately sentences with structural patterns that they have not yet mastered (at least cannot use in free production). (Scholars of child language development may say that “imitation precedes production” or that EI is a “progressive measure.”) Clearly, possessing the appropriate linguistic knowledge is not always necessary; Observations 1 and 2 are two sides of the same coin. They are not really surprising; they merely suggest that EI and productive use of grammar must involve different things.
3. Other things being equal, it appears easier to imitate grammatical sentences than ungrammatical strings of words. Thus, it appears that grammatical processing somehow aids repetition.
4. The longer a sentence is the less likely it is to be accurately repeated. This holds true of both native speakers and learners, and it suggests that some sort of limited-capacity memory system is involved.
5. Sometimes, the message is not accurately repeated word for word, but the participant produces a different string that approximately captures the same message as the original. This suggests that an abstract message-meaning level can be accessed in EI.
6. Speakers can imitate strings of words (at least short strings) that do not have a coherent semantic interpretation. This suggests that the ability to construct sentence-level meaning is not a necessary condition for repetition.
7. Repetition is often accurate not just for “gist,” but also for particular wording. Even particular aspects of the pronunciation (an unusual accent, say) can sometimes be imitated. This suggests that a lower level of representation can be involved, one which includes more than just message-meaning.
8. The more you know of a foreign language, the better you can imitate the sentences of the language. Thus, EI is a reasonable measure of “global proficiency.”

These preliminary observations provide the basis for understanding the employment of EI in this test of Vietnamese.

The imitation process

The basic model of the imitation process as characterized by Bley-Vroman and Chaudron (1994) is shown here.

Speech comprehension system. The participant hears the input and processes it, forming a representation. [Step 1]

Representation. The resulting representation includes information at various levels.

Memory. The representation must be kept in short-term memory. [Step 2]

Speech production system. The participant formulates a sentence based on the accessed representation. (Possibly, there may also be monitoring of the phonetic plan, comparing it to the model.) [Step 3] (p. 247)

From this initial model and description of processing, we can see that there are several critical moments in the imitation process, as outlined in somewhat more detail by Bley-Vroman and Chaudron (1994, p. 248–249):

1. ...[T]he perceptual mechanism of the listener/responder/imitator must engage several levels of pre-linguistic and linguistic control, in order to “parse” the input stimulus, assuming for the sake of argument, that it is not beyond some upper limit of retention or attention in a short-term memory (STM) store or working memory “buffer.”²
2. ...[I]deally, some representation of the input stimulus at successively “higher” levels of linguistic control should allow the listener to “chunk” the stimulus in a maximal way [...] to allow for temporary storage or rehearsal of the greatest amount and refinement of linguistic structures.
3. ...[D]epending on whether or not a single or dual representation for comprehension and production processes is assumed, the derived representation of these structures either a) initiates a productive routine to reproduce them, or b) it must be matched with whatever the listener possesses as equivalent representations in long-term memory and then a retrieval process generates the reproduction. An important fourth constraint is
4. ...[T]he execution of the imitative re-production must take place fluently and quickly enough so as not to distort or mask the already derived or rehearsed representation in short-term store or working memory. [...]

However, since this process of imitation is not an unusual one in human behavior and although experimental conditions for performance may become awkward for the participants involved, most learners of languages are able to accomplish the several steps of imitation, until the material to be imitated goes beyond certain temporal or other cognitive limits (unfamiliar vocabulary, grammatical structures, etc.). Linguistically developing children and L2 learners have many deficiencies in their abilities and acquired receptive and productive competence at different levels of control, so that the processing of sentences in EI results in much greater variability of output than for native speakers.

Patterns of production

The following patterns of production are what can be expected from the recall of familiar and unfamiliar material, which thus establish the baseline performance of learners of a language, depending on the degree to which they control the levels of linguistic representation needed for processing sentences in EI.

For recall of lists of items:

1. The more the number of items to be recalled, the more that some form of organization or prior familiarity with the set of items aids recall (examples of progressively increasing

² This notion of “level of control,” which Bley-Vroman and Chaudron (1994) adapt from Forster (1987), includes a range of possibly interacting systems or “modules”—in one view, minimally, auditory, then phonological, lexical, syntactic, and possibly more, such as logical-semantic and pragmatic.

organization would be, for instance, a mathematical progression determined by a formula, semantic grouping, sequences like the days of the week, fixed phrases or verses that were previously learned, and eventually, productive syntactic rules).

2. Initial and final items are recalled a great deal better than middle ones, even after learning trials are instituted (due to U-shaped “primacy” and “recency” effects).
3. Memory span can be altered by other organizing factors, e.g., by limiting the set of (already known) items to be recalled. In other words, the more limited the set of (known) items to be recalled, the greater the proportion that can be recalled from a set of a given length.
4. Vital to the interpretation of EI productions depending on how they are scored, recalling one thing interferes with the potential recall of something else (*output interference* phenomenon).
5. Organizational factors allow for an increasing amount of information to be retained.³ That is, more material can be recalled if it can be processed into larger chunks with identifiable memory traces.
6. “...the amount of verbal material that a participant can recall is closely related to the amount that he or she can pronounce in 1.5 to 2 s[econds].” (Cowan, Day, Sauls, Keller, Johnston, & Flores, 1992, p. 1)

Summary

We have thus a tentative model of the process of EI, in which an input string can be perceived and retained with some upper bound of length (for an adult, approximately eight words or 10–12 syllables—at 1.2 to 1.5 syllables per word), barring syntactic or other bases for chunking into larger units.

We also see that there will be limits to individuals’ ability to imitate, with patterns of imitation of longer strings being more likely indicative of serial recall effects, primacy, and recency. Furthermore, the notion of levels of control (types of representation in long-term store) may play an important role in learners’ ability to organize imitation stimuli such that knowledge and ability to retain and control higher levels of linguistic structure should increasingly correlate with overall comprehension and other language abilities.

With this initial outline of the psychological processing framework within which EI must operate, let us now describe the procedures for use of this test of Vietnamese EI.

EI TESTING PROCEDURES

Facilities

It is best to implement the test in a quiet room, to minimize extraneous noise. A sound-attenuated booth would provide the best sound quality, but the cramped conditions may not be conducive to a comfortable testing experience. A quiet classroom or office may be suitable, provided there is no external or internal noise to compromise the recording. Keep in mind that

³ See Cowan (1992), Cowan, et al. (1992, 1994), Crowder and Neath (1991), and Estes (1991) for more detailed discussion of current research on various influences on serial recall.

the recording equipment may also pick up sounds from AC systems, fluorescent lights, body movements (e.g., finger-tapping), and vehicles.

Equipment/materials

The following equipment and materials should be ready and pre-tested.

For the tester

- table/desk for equipment
- chair
- audio player device (e.g., computer, CD player, tape player)
- external speakers, if necessary
- audio recording device (e.g., computer, MD recorder, tape recorder: It is helpful to have a backup device and media, in case of equipment malfunction.)
- microphone (lapel, table-top, or stand type)
- extension cord
- background questionnaire (about language learning experience, education, etc.; see Appendix II)
- pens
- list of item sentences to help the tester follow along (Appendix III)

For the testee

- table/desk and chair
- language proficiency self-rating form (Appendix II)
- water (the participants will be doing a lot of speaking)

Procedures before the test

1. Conduct the testing with only one testee at a time in the room.
2. It may be best for the tester not to sit directly in front of the testee, to make the testee feel more relaxed and to avoid the tester giving cues during testing.
3. Make sure the door to the testing room is either locked or marked with a sign stating "Testing in session. Do not enter!" to avoid interruption during the testing process.
4. Explain the purpose and procedures of the experiment and answer questions as necessary.
5. Ask the necessary background information and fill in the questionnaire. (The tester may also want to record this portion of the interview for future reference, in case the paper copies become lost.)
6. Adjust the microphone and recording equipment, then begin recording. The recording device will record both the stimulus sentences and the responses.

Testing procedures

Instructions

Once the testee is comfortable and ready to begin, the tester reads the following instructions for the elicitation procedure. See Appendix IV for instructions in Chinese, Japanese, Korean, Russian, and Vietnamese.

You will hear a sentence in **Vietnamese** and then you will repeat it back in **Vietnamese**.

The sentences will be of various lengths. Some will be shorter and some will be longer.

It is not necessary for you to try to “imitate” the exact speed or sound quality of the speaker. We expect even native speakers to have some difficulty with some of these sentences, so just do the best that you can.

Just repeat to the best of your ability.

You will hear each sentence only once.

When you are ready to hear the next sentence, signal me by nodding your head or saying “Next.” or “OK.” [or equivalent word in Vietnamese or in other language]

At any time, tell me when you need to stop or take a break.

Do you have any questions?

Practice sentences

Tester answers questions as necessary. When the tester is confident that the testee understands and is ready to begin, the tester can start the presentation and recording stage of the experiment. Tester checks to make sure the recording device is operating correctly.

We will first do some practice sentences.

Tell me when you are ready to begin.

Tester plays the first practice sentence and pauses for the testee to repeat. Testee repeats.

Do you have any questions or would you like me to adjust the volume?

Tester plays remaining practice items and testee repeats.

Test sentences

Once the tester is confident with the equipment, volume, and testee’s understanding, the test can begin.

At any time, let me know if you need to take a break.

Let’s begin the test.

Listen to the sentence on the CD and repeat what you hear.

Tester plays the next sentence and pauses. Testee repeats and signals to continue. Tester repeats the procedure until finished.

Storing the testee’s repetitions

Label and date each testee’s performance. Then transfer, digitize, and adjust the recording (e.g., volume, quality, etc.) as necessary using commercially available audio software such as *Amadeus* (HarierSoft, n.d.), *Praat* (Boersma & Weenink, n.d.), or *Audacity* (Audacity, n.d.). Save and burn the final product onto a CD, making at least two copies: one for scoring and one for archival purposes.

SCORING

Transcribing

The evaluation process is best begun by transcribing the testees' repetitions, although holistic scoring can be undertaken without transcripts. The preference is to have a written record of the testees' performance for later scoring. The most efficient way (also with later more detailed scoring in mind) is to use a spreadsheet, with the stimulus sentences typed in as an initial line/header and one cell for each syllable. Each testee's repetition is then transcribed on a separate line underneath the stimulus sentence, syllable by syllable. All the syllables that the testees produced should be transcribed. To be efficient, one can assign a back slash (\) for every correct syllable instead of typing the full target and a zero (0) for a syllable that was not repeated. Substitutions and additions should be transcribed fully, using whatever phonological/orthographic codes are deemed appropriate for the language in question. If a different syllable was produced in place of the target, assign a zero to the cell and also transcribe the substitution in the cell within parentheses, including whether it was a completely different word or a close repetition with a mistake in consonant, vowel, or tone—the most common error. If an extra syllable was added by the testee before a target syllable, transcribe the added syllable before a back slash for the target syllable, separated by a plus sign (+). If the extra syllable occurred after the target syllable, the sequence would be “slash—plus sign—added syllable.” In cases where the repetition string does not correspond very well with the stimulus sentence, transcribe the whole repetition as an independent string. Table 1 shows two examples of the transcription of one item.

Table 1. Sample transcription #1

item no.	participant	sentence						
2		Nó	vừa	muốn	về	vừa	muốn	ở.
		s/he	both	want	return	both	want	stay
	1	Don	\	\	\	\	\	ở
	2	\	\	\	\	\	\	\
	3	\	\	\	\	\	\	\
	4	\	0 (mùa)	0 (vuốn)	0 (ề)	0	0	0
	5	\	\	\	\	\	0 (mở)	0
	6	0 (nóng)	\	0 (nung)	0 (ề)	\	0 (nung)	0 (ung)
	7	0	0 (mùa)	0 (ống)	\	0	0	0
	8	\	\	\	\	\	0	\

In this example concerning test item number 2, the stimulus sentence is *Nó vừa muốn về vừa muốn ở*. There are eight testees, numbered from 1 to 8. Testees 2 and 3 repeated every syllable correctly and every cell is assigned a “\”. Testee 1 repeated almost every syllable correctly, except the first and the last. The last word has a mistake in tone, and the first in both tone and consonants. Testee 5 repeated everything correctly except one word that was pronounced differently, and it is assigned a “0”. Testee 4, for example, substituted *vừa muốn về* ‘both want to leave’ with *mùa muốn ở* (nonsensical expression) and thus each cell is assigned a “0” for not repeating the target syllable, and the parentheses indicate that the enclosed syllables are substitutions. Note that this transcribing convention allows the transcript to record substitutions in which the testee has switched initial consonants for two syllables, for example, *vừa muốn* as *mùa muốn*.

Table 1. Sample transcription #2

item no.	participant	sentence												
10		<i>Chị</i>	<i>ấy</i>	<i>vừa</i>	<i>đạp</i>	<i>xe</i>	<i>về</i>	<i>nhà</i>	<i>vừa</i>	<i>chào</i>	<i>mọi</i>	<i>người</i>	<i>trên</i>	<i>đường</i> .
		s/he		both	pedal	vehicle	return	home	both	greet	every	people	on	road
	1	\	\	\	<i>chào + \</i>	\	\	\	\	0	0	0	\	\
	2	\	\	\	\	\	\	\	\	\	0 (<i>nói với</i>)	\	\	\
	3	\	\	\	\	\	0	0	\	0	0	0	0	0
	4	\	\	\	\	\	\	\	\	\	\	\	\	\
	5	\	\	\	\+băng	0 (<i>xè</i>)	0	0	\	0 (<i>gấp</i>)	\	\	\	\
	6	\	\	\	\	\+đạp	\	\	\	\	0 (<i>mỗi</i>)	\	\	\
	7	\	\	0 (<i>đã</i>)	\	0 (<i>sách</i>)	\	0	0	0	0	0	0	0
	8	<i>Chị</i>	<i>ấy</i>	<i>vừa</i>	<i>đạp</i>	<i>xe</i>	<i>về</i>	<i>nhà</i>	<i>vừa</i>	<i>chào</i>	<i>mọi</i>	<i>người</i>	<i>trên</i>	<i>đường</i> .

This transcription is for test item number 10, and there are seven participants. Participant 1 added an extra word, *chào* ‘greet’, before repeating the word *đạp* ‘pedal’ and thus the cell for *đạp* is coded as “*chào + *” (this extra word, in fact, is from the stimulus sentence, but it should occur later). Participant 6 also added an extra word after a target syllable; instead of *xe* ‘vehicle,’ the participant produced *xe đạp* ‘bicycle’, and the cell for *xe* is coded as “\+đạp”.

Holistic scoring

Holistic scoring is done by listening to the testees’ repetitions and using the transcript if this has been prepared first. Experienced testers may not need to use a transcript for all items, and the

goal is through training to be able to score without transcripts. Holistic scoring evaluates the testees' overall performance for each test item. Alternatively, it is possible to score each syllable individually, and it is also possible to simply employ binary scores of 1 and 0 for entirely correct or incorrect repetitions. However, our research shows that holistic scores on a more diverse scale can be done reliably, and they correlate highly with an individual scoring of accurate syllable-by-syllable production. Therefore, holistic scoring is deemed sufficient for appropriate evaluation of individuals using this test. More detailed scoring can be carried out if research purposes call for it.

The following protocol was originally developed for Spanish (Ortega, 1999) and has been adapted for Vietnamese. It has been applied by native speaker raters to a high degree of inter-rater reliability. There are five scores, from "0" to "4," and each score's criteria are listed below. In these examples, input sentences are in italics. Repetitions are in regular letters.

Score 0 criteria

A score of "0" is assigned to a repetition that produces nothing (testee is silent), unintelligible speech (garbled speech), or minimal repetition which contains only one word, one content word plus function word(s), only function word(s), or one to two content words out of order plus extra words that are not in the original stimulus.

English example

The quick brown fox jumped over the lazy dogs.

The kick brown ... dog.

Vietnamese example

Nó vừa muốn về vừa muốn ở.

[It simultaneity marker want return simultaneity marker want stay]

0 (năng) vừa 0 (nung) 0 (ây) năng + vừa 0 0 (ung)

0 0 (mừa) 0 (ống) về 0 0 0

Score 1 criteria

A score of "1" is assigned when only about half of the idea units are represented in the string but a lot of important information in the original stimulus is left out; sometimes the resulting meaning is unrelated (or opposed) to the stimulus. A score of "1" is also assigned when the repetition string does not in itself constitute a self-standing sentence with some meaning (whether related or not to the stimulus). This may happen when only two of three content words are repeated and no grammatical relation between them is attempted.

Examples

English example

The quick brown fox jumped over the lazy dogs.

The brown fox mmm dog

Vietnamese example

Tôi thường xuyên bị người lạ xin tiền.

[I often neg. marker people strange beg money]

Tôi thường xuyên 0 0 0 (là) 0 0

Tôi thường 0 0 0 0 xin tiền.

Score 2 criteria

A score of “2” is assigned when the content of the repetition string preserves at least more than half of the idea units in the original stimulus string, is meaningful, and the meaning is close or related to the original, but it departs from it in some slight changes in content, which make the content inexact, incomplete, or ambiguous.

English example

The quick brown fox jumped over the lazy dogs.

The quick fox jump the dogs.

Vietnamese example

Tôi nhớ buổi sáng mà tôi đến thăm anh ấy.

[I remember (time) morning which I come visit brother there.]

Tôi nhớ buổi sáng mà tôi đến 0 anh ấy.

Tôi nhớ buổi sáng 0 (và) tôi đến 0 (thăng) anh ấy.

Score 3 criteria

A score of “3” is assigned when the original, complete meaning is preserved as in the stimulus. Repetition strings which are ungrammatical can get a “3” score, as long as the exact meaning is preserved. Some synonymous substitutions are acceptable. For example, a phrase with the word *rất* (‘very’) should be considered synonymous with a phrase without it and vice versa. Substitutions between *và/ nhưng* (‘and/ but’) are acceptable. Changes in grammar that don’t affect the meaning should be scored as “3”. Ambiguous changes in grammar that could be interpreted as meaning changes from a native speaker’s perspective should be scored as “2” and not “3”. That is, as a general principle, in case of doubt about whether meaning has changed or not, score “2.”

English example

The quick brown fox jumped over the lazy dogs.

The quick brown fox jump over ze dogs.

Vietnamese example

Xe này nhiều người mua vì rẻ và chạy tốt.

[Vehicle this many people buy because cheap and run good]

Xe này mà + nhiều người mua vì rẻ và chạy tốt

Xe này nhiều người mua vì rẻ và 0 tốt

Score 4 criteria

A score of “4” is assigned when the testee produces an exact repetition. The repetition string matches the stimulus exactly, and both form and meaning are correct without exception or doubt.

English example

The quick brown fox jumped over the lazy dogs.

The quick brown fox jumped over the lazy dogs.

Vietnamese example

Vì khỏe nên tôi đi.

[Because healthy so I go]

Vì khỏe nên tôi đi.

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APPENDIX I: TECHNICAL INFORMATION REGARDING RELIABILITY AND VALIDITY OF PILOT TEST OF VIETNAMESE ELICITED IMITATION

Introduction

The items included in this elicited imitation test (initially 133 per parallel-form pilot set) were developed and pilot tested over the period of two years, on two populations of individuals: a group of second language learners of Vietnamese and a group of native speakers of Vietnamese. Performance on all items was evaluated in terms of *holistic* scores, using the scales indicated in this *Manual* and *detailed* analysis of production on items, syllable by syllable. Comparisons of the two scoring systems were made, as well as comparisons between the native and non-native performances. Based on these comparisons and additional test item analyses of reliability, item-total correlations, and discrimination, a number of poorly performing items were eliminated, and items judged thus to be “good,” and which were parallel with respect to structure and length, were selected from the original two sets to create two parallel forms of 48 items each. Six good items from each of the eight different structure types (including “filler” items) were included in each form. The following is a description of the original items and their performance, as well as the final two forms with a reduced number of items.

Rate of speech of items

Figure A1 illustrates the duration of the test items, showing a systematic average rate that results in longer durations for longer items (at the rate of 3.02 syllables per second).

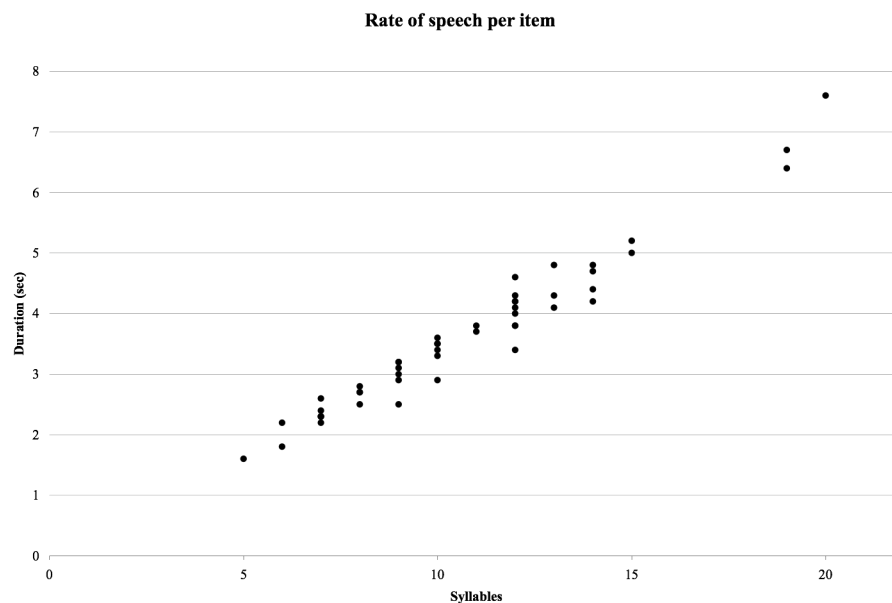


Figure A1. Duration of the test items.

Scoring and reliability of holistic tests (k=133 each form A, B)

In summer of 2003, 15 learners of Vietnamese performed either Form A (n=8) or Form B (n=7) of the pilot test, and over the next year, 13 native speakers (n=7 and 6, respectively) were tested as well. The holistic scale was used to score all these responses, and two raters' scores were compared, starting with 40 items and then in blocks of 20 randomly sampled items, until the raters agreed on 80% or more of the scores. Eventual inter-rater agreement at a higher level (95%) was reached within a few rounds. The raters then proceeded to score the remaining responses individually.

The holistic test scores were then analyzed using SPSS, version 10. The *alpha* reliability of both test forms for the non-native speakers was .99 (the native speakers' performance was generally so high that *alpha* could not be calculated, due to too many items with little or no variance). Table A1 displays the mean scores on the test forms for natives and non-natives and for the subtests involving different Vietnamese structures.

Table A1: Mean scores of subtests and totals

	Test A NNS	Test B NNS	Test A NS	Test B NS
submissive	2.51	2.57	3.97	4.00
fillers	2.86	2.895	3.97	3.95
topicalization	1.99	2.07	3.91	3.91
corresponding	1.85	1.94	3.88	3.75
“because”	2.0	2.07	3.78	3.65
relative	1.49	1.59	3.61	3.33
total test	2.15	2.49	3.87	3.79

The holistic score results for group mean scores on parallel items were compared between results on the two Tests A and B, first within the NS group and then between the NSs and NNSs, as shown in Table A2.

Table A2: Correlations of subtests within/between NSs and NNSs

	Tests A/B NNS	Tests A/B NS	Tests A/A NS—NNS	Test B/B NS—NNS
total test	.77	.74	.49	.54
submissive	.77	—*	.52	—*
fillers	.91	.86	.50	.51
topicalization	.80	.72	.38	.55
corresponding	.75	.68	.22	.44
“because”	.73	.73	.67	.72
relative	.77	.69	.58	.49

* No correlation was possible, as NS Test B submissives were perfect with no variance.

In this table, it is evident that the general performance on parallel items was quite high, as a measure of parallel-form test reliability, although considerably more so within the native-speaker group (NSs or NNSs) than between them.

The NNS group were also asked to rate their Vietnamese speaking and listening ability on the self-assessment proficiency scales used by the European Union (A1 through C2) Self-Assessment Grid, Council of Europe. The self-ratings of this group tended to be within the range of A2 to B2. For listening, the relevant descriptors for these extremes are, for example, A2: “I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g., very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.” And B2: “I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programs. I can understand the majority of films in standard dialect.” After assigning numerical values to these self-ratings (e.g., A2=2, B1=3, B2=4), the correlations between NNSs’ mean scores on the tests and the self-ratings in both listening and speaking were calculated, as a form of concurrent validation, with the results shown in Table A3.

Table A3: Correlations of holistic scores with NNS self ratings

Test A (n=8)		
	listening	speaking
EI	.8	.72
listening		.87
Test B (n=7)		
EI	.2	.14
listening		.86

While the self-ratings and EI score intercorrelations on Test A are acceptably high, it should be noted that the very low correlations for Test B group’s EI scores with listening and speaking self-ratings are likely the result of this group’s lack of variance on the self-assessment; all testees but one rated themselves either B1 or B2 on these measures.

Results and reliability of detailed scoring (NNS only)

The NNS tests were scored according to the word-by-word accuracy tallying that was illustrated in the *Manual*, with each item being totaled in a ratio of correct words per total possible words, thus obtaining comparable accuracy ratios for all items. These scores were then explored with respect to the overall reliability among items of each Test A/B form and then with respect to the correlation between identical items in detailed and holistic scoring.

Table A4: Mean scores of subtests and totals

	Test A	Test B
submissive	.77	.84
fillers	.82	.92
topicalization	.63	.76
corresponding	.59	.73
“because”	.60	.66
relative	.51	.54
total	.66	.76

Table A5: Correlations between detailed and holistic scoring on subtests and total

	Tests A/B detailed only	Test A detailed/holistic	Test B detailed/holistic
total test	.80	.97	.95
submissive	.32	.96	.95
fillers	.91	.99	.99
topicalization	.71	.96	.94
corresponding	.78	.97	.97
“because”	.82	.98	.93
relative	.87	.98	.92

Analysis of overall performance of items by length

The typical pattern of performance in a serial-recall task, which is what EI is at its base, is displayed in an early study (Crannell & Parish, 1957) of the recall of lists of items of varying lengths and varying degrees of familiarity to the subject. In Figure 2A, it is seen that as lists are longer, subjects recall lower proportions of the items in the lists, and as lists contain more familiar sets of items, more of a list can be recalled. This leads to the curves shown in Figure A2.

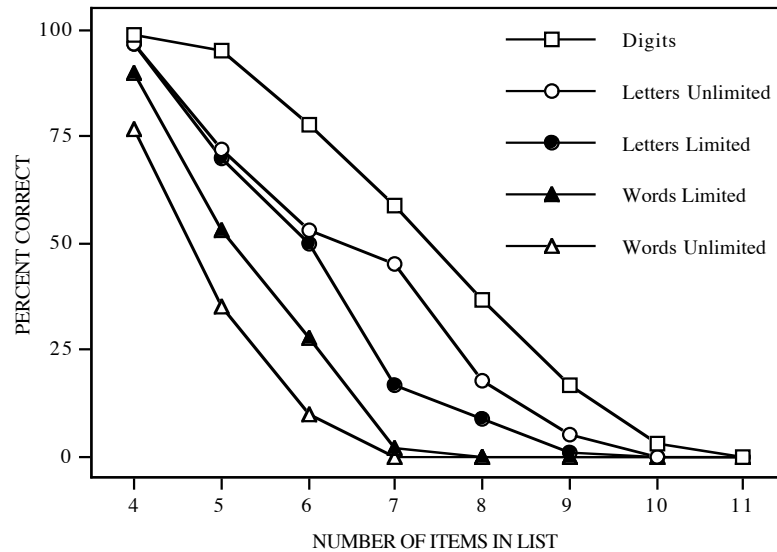


Figure A2. Memory span functions for a variety of stimulus materials.

We therefore expect EI items to result in a similar pattern of higher accuracy for longer strings by subjects whose knowledge of the target language is greater and some accuracy even for low-level knowledge in short strings.

In order to determine whether the items in the pilot test were performing in a manner appropriate to serial recall and elicited imitation, plots were made of item performance by word length on Tests A and B by non-native and native subjects. Figure A3 shows Test A mean item by length performance by NNSs and then by NSs. Figure A4 shows the same for Test B.

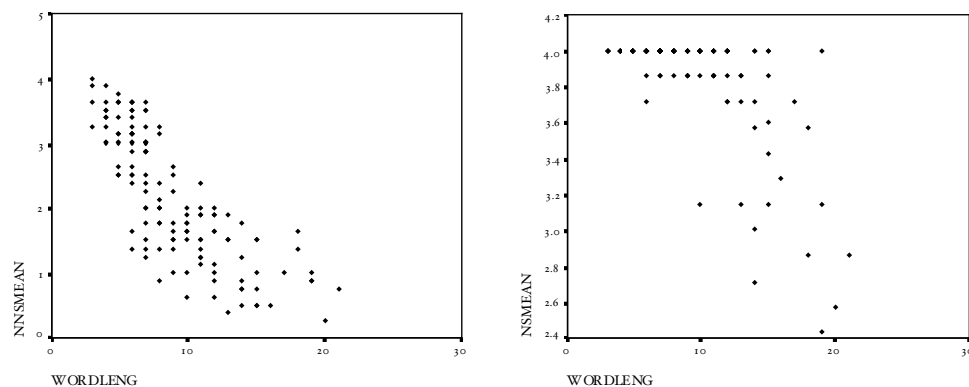


Figure A3. Test A results by word length.

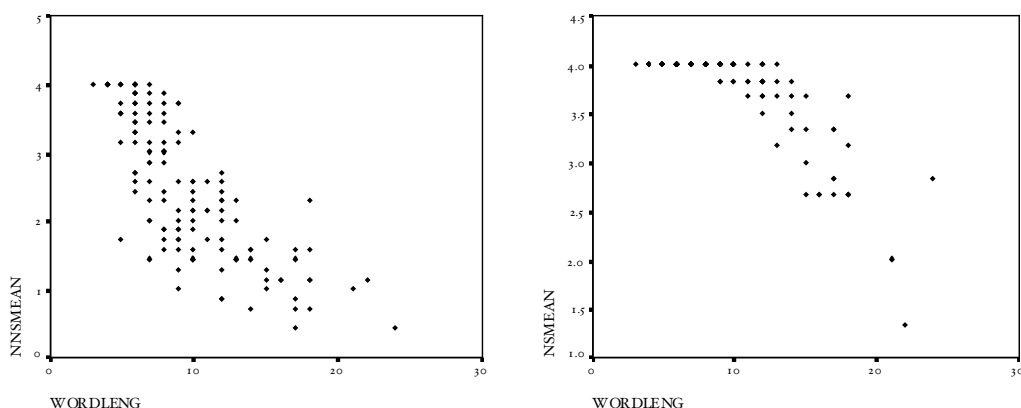


Figure A4. Test B results by word length.

Both of these pairs of test results illustrate that the native speakers produce more accurate repetitions (perfect score=4; 3 is nearly accurate) on most items, even those that are quite long in words (a decline in accuracy begins after about 13–14 words), while NNSs begin to fail on many items within the 6–7 word length. The selection of items can then be based on those that tend to spread out non-natives' performance, while allowing high accuracy by natives.

Reduction of pilot test items

Poor items removed or revised

The holistic scores on individual items on both Tests A and B were thus examined with respect to their item-total test correlations, their difficulty or ease for native speakers, and degree to which they tended to discriminate the better-performing from worse performing non-natives. In general, items were preferred that native speakers performed very well on (at least at a score of 3), with perhaps only minor lexical or syntactic variation on longer items; items on which the overall better-performing non-natives did well, while the weaker subjects did not, were also judged acceptable. In a few cases of generally well-performing items, some minor lexical and syntactic revisions were made in items which appeared to confuse the native subjects.

Parallel forms created

Following a sorting out of items which appeared to be appropriately discriminating, parallel items representing varying lengths from each of the two tests, six from each of the structural forms and filler sets, were selected, resulting in $k=48$ items for each of two parallel form tests. These were then randomly assigned to new Test Forms 1 and 2, so that a parallel item would be found in each Test Form for every structure.

Resulting performance of Vietnamese test Form 1 and Form 2

Table A6 shows the mean scores for the original pilot subjects' performance on only the reduced set of items.

Table A6: Mean scores of revised test forms and totals

	Test 1 NNS	Test 2 NNS	Test 1 NS	Test 2 NS
submissive	2.38	1.93	4.00	3.95
fillers	2.62	2.62	3.89	3.90
topicalization	1.71	1.58	3.84	3.96
corresponding	1.56	2.19	3.92	3.76
“because”	2.28	1.67	3.79	3.90
relative	1.87	1.75	3.54	3.84
total test	2.07	1.96	3.83	3.88

These data reveal that the two forms are effectively equal to one another for each subgroup of test takers and include items that are slightly more difficult for non-natives than the average of those on the original pilot version, although for native speakers, the performance on the items is about the same, with some of the more difficult items removed especially from the “relative clause” and “because” structures.

Continuing test development

The two Test Forms of the Vietnamese Elicited Imitation test are now being employed in further parallel form and concurrent test reliability evaluation with learners of Vietnamese, one group of participants from the 2005 Southeast Asian Summer Institute at the University of Wisconsin and a larger group studying at the Hanoi National University.

APPENDIX II: PARTICIPANT INFORMATION

Participant background questionnaire

These questions are to be asked by the test giver during the interview after any required consent form is provided.

Order of steps

1. Complete consent form (if required; two copies, one for tester, one for testee).
2. Conduct this brief interview (questions to be filled out by tester on one side of the paper).
3. Complete learner's self-assessment (testee/participant circles items on the other side).
4. Begin test.

English version

Questions to be asked of participants

Age: _____

Number of years, months of study of Vietnamese: _____

Initial age at which Vietnamese study began: _____

Number of years of study of other languages:

language _____ years _____

language _____ years _____

Amount of time spent in Vietnamese-speaking context: _____

Please elaborate on any conditions concerning contact with/use of Vietnamese aside from formal study: _____

Vietnamese version

Câu hỏi dành cho người tình nguyện tham gia

Tuổi: _____

Đã học tiếng Việt mấy năm, mấy tháng: _____

Tuổi khi mới bắt đầu học tiếng Việt: _____

Đã học các thứ tiếng khác bao lâu:

tiếng _____, _____ năm

tiếng _____, _____ năm

Thời gian sống trong môi trường tiếng Việt:

Xin bạn nói rõ thêm về các điều kiện tiếp xúc với hoặc sử dụng tiếng Việt ngoài môi trường lớp học: _____

		A1	A2	B1	B2	C1	C2
UNDERSTANDING	listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
SPEAKING	spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst traveling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem, I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
WRITING	writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

APPENDIX III: TEST MATERIALS ITEM LIST

Equivalent Forms 1 and 2 are provided on the following pages, listing four practice items and the subsequent 48 test items, with an indication of whether the item is spoken by a female or male speaker.

These lists are not to be revealed to potential testees but are rather intended as a guide to the tester when presenting the items, as an aid to following when an item has terminated.

CD 1: Form 1

track# item# voice

tr001		<i>m</i>	This is Form 1 of the test of Vietnamese sentence repetition. You will hear four practice sentences, one at a time.
tr002	test 1	<i>m</i>	Tôi là người Mỹ.
tr003	test 2	<i>f</i>	Tôi rất thích tiếng Việt.
tr004	test 3	<i>m</i>	Sáng nay chúng tôi học nhiều từ mới trong sách.
tr005	test 4	<i>f</i>	Hôm qua tôi đến nhà chị ấy nhưng chị ấy đã đi học cho nên tôi không gặp được chị ấy.
tr006		<i>m</i>	You are now ready to begin the test
tr007	1	<i>f</i>	Con mèo đen nằm ngủ gần con chó vàng.
tr008	2	<i>f</i>	Cái cửa này là do anh tôi làm.
tr009	3	<i>m</i>	Sáng nay tôi thấy anh ấy ngồi uống cà phê ở gần nhà cô ấy.
tr010	4	<i>m</i>	Em bé tay cầm quả chuối chạy vào nhà.
tr011	5	<i>f</i>	Tôi nhận được quà của chị ấy thấy vừa mừng vừa lo.
tr012	6	<i>m</i>	Người cho tôi sách là chị tôi.
tr013	7	<i>m</i>	Chị ấy không thích chồng uống bia vào buổi tối.
tr014	8	<i>f</i>	Vì đọc báo nên tôi biết cô.
tr015	9	<i>f</i>	Việc này nếu anh làm thì tôi biết là sẽ thành công.
tr016	10	<i>f</i>	Cô ấy vừa cho chúng tôi vé máy bay vừa cho chúng tôi tiền để ở khách sạn.
tr017	11	<i>f</i>	Cô ấy không cần sách của tôi.
tr018	12	<i>m</i>	Tôi bị ông ấy dọa phạt.
tr019	13	<i>f</i>	Tôi nói nhỏ thế này vì em bé còn đang ngủ.
tr020	14	<i>m</i>	Tôi làm việc này vừa để chị khỏe vừa để em vui.
tr021	15	<i>f</i>	Cô ấy thích một cái túi mà cô ấy biết là tôi không muốn cô ấy mua.
tr022	16	<i>m</i>	Vì anh tôi đang xem phim cho nên tôi sẽ đọc sách.
tr023	17	<i>m</i>	Hai bông hoa được đặt trên ghế.
tr024	18	<i>m</i>	Tôi sẽ ở khách sạn một tuần rồi về ở nhà bạn tôi.
tr025	19	<i>f</i>	Em này tôi đã cho kẹo rồi.
tr026	20	<i>f</i>	Bà già vừa để lá thư xuống bàn vừa cầm kính lên.
tr027	21	<i>m</i>	Quyển sách này mẹ tôi bảo là anh tôi muốn tôi tặng cho cô giáo.
tr028	22	<i>m</i>	Bởi vì mặc dù tôi thích chị ấy nhưng chị ấy ghét tôi cho nên tôi sẽ không nói chuyện với chị ấy.
tr029	23	<i>m</i>	Cô ấy được anh ấy cầm tay.
tr030	24	<i>m</i>	Thầy giáo vừa muốn sinh viên nghỉ vừa muốn sinh viên học.
tr031	25	<i>f</i>	Tôi nói chuyện với một người mà tôi biết là rất thích chị ấy.
tr032	26	<i>f</i>	Chị tôi vừa để túi xuống ghế vừa bỏ sách lên bàn.
tr033	27	<i>m</i>	Tôi nhớ buổi sáng mà tôi đến thăm anh ấy.

tr034	28	<i>m</i>	Hoa thì nó chưa tặng mẹ bao giờ.
tr035	29	<i>f</i>	Hôm qua tôi nhận được thư của mẹ tôi.
tr036	30	<i>m</i>	Con chó được mẹ tôi cho ăn thịt.
tr037	31	<i>m</i>	Tôi lấy bút của nó vì nó cầm sách của tôi.
tr038	32	<i>m</i>	Cái đồng hồ mà tôi mới mua hôm qua bị hỏng.
tr039	33	<i>m</i>	Cái áo này tôi mới giặt mà vẫn bẩn.
tr040	34	<i>f</i>	Tôi vừa đưa cho nó sách vừa gửi cho nó quần áo.
tr041	35	<i>f</i>	Em ấy bị cô giáo không cho các bạn giúp.
tr042	36	<i>m</i>	Chúng tôi đang học bài.
tr043	37	<i>f</i>	Bởi vì tôi cần cô ấy cho nên mặc dù cô ấy tức giận, tôi vẫn đi với cô ấy.
tr044	38	<i>f</i>	Mẹ tôi quen một bác sĩ mà tôi hy vọng là sẽ giúp mẹ tôi nhiều.
tr045	39	<i>f</i>	Tôi uống bia vì đang vui.
tr046	40	<i>m</i>	Con chó này tôi thích nhưng mẹ tôi thì ghét.
tr047	41	<i>m</i>	Tôi muốn hỏi em bé đang ngồi gần con mèo có cái đuôi dài kia.
tr048	42	<i>f</i>	Chị ấy bị con làm buồn mấy hôm nay.
tr049	43	<i>f</i>	Tôi bây giờ các con đi làm cả ngày cho nên phải tự nấu cơm.
tr050	44	<i>f</i>	Chị ấy bán những món ăn ngon và không đắt tiền lắm.
tr051	45	<i>f</i>	Con mèo bị con chó cắn vào chân
tr052	46	<i>f</i>	Vì có nhiều bạn nên anh ấy luôn đi chơi.
tr053	47	<i>f</i>	Anh ấy vừa muốn vợ đi mua sắm vừa muốn vợ ở nhà.
tr053	48	<i>f</i>	Ông già mà bạn bè hay giúp đỡ và con cái luôn đến thăm ấy thật là may mắn.
tr055		<i>m</i>	This is the end of Form 1 of the Vietnamese repetition test.

CD 2: Form 2

track# item# voice

tr001		<i>m</i>	This is Form 1 of the test of Vietnamese sentence repetition. You will hear four practice sentences, one at a time.
tr002	test 1	<i>m</i>	Tôi là người Mỹ.
tr003	test 2	<i>f</i>	Tôi rất thích tiếng Việt.
tr004	test 3	<i>m</i>	Sáng nay chúng tôi học nhiều từ mới trong sách.
tr005	test 4	<i>f</i>	Hôm qua tôi đến nhà chị ấy nhưng chị ấy đã đi học cho nên tôi không gặp được chị ấy.
tr006		<i>m</i>	You are now ready to begin the test
tr007	1	<i>f</i>	Em bé được chị cho ăn cơm.
tr008	2	<i>m</i>	Sáng nay tôi thấy anh ấy ngồi uống cà phê ở gần nhà cô ấy.
tr009	3	<i>f</i>	Người mà cô gái làm việc với anh muốn gặp là ông kia.
tr010	4	<i>f</i>	Vì quên sách ở nhà cho nên tôi phải xem bài của bạn.
tr011	5	<i>f</i>	Cô ấy không cần sách của tôi.
tr012	6	<i>f</i>	Ông bác sĩ ấy thì chị tôi bảo là không nên gặp.
tr013	7	<i>m</i>	Con mèo ăn cái bánh mà tôi biết là của chị ấy.
tr014	8	<i>m</i>	Tôi bị bà ấy đánh vào đầu.
tr015	9	<i>m</i>	Cô ấy vừa viết thư cho mẹ vừa nói chuyện với bạn.
tr016	10	<i>f</i>	Vì đọc sách nhiều nên tôi bị mệt.
tr017	11	<i>f</i>	Con mèo đen nằm ngủ gần con chó vàng.
tr018	12	<i>m</i>	Bởi vì nó là em tôi cho nên mặc dù nó nghèo, tôi vẫn thương nó.
tr019	13	<i>f</i>	Ông ấy bị họ bảo chúng nó đánh.
tr020	14	<i>f</i>	Vì chị ấy đã làm bánh rồi cho nên tôi sẽ mua kẹo.
tr021	15	<i>m</i>	Tôi đi Việt Nam vừa vì tôi cần học tiếng Việt vừa vì tôi muốn về thăm quê cũ.

tr022	16	<i>f</i>	Cái bàn này là do chị tôi làm.
tr023	17	<i>f</i>	Cái áo của anh thì tôi thấy họ đã đưa cho vợ anh rồi.
tr024	18	<i>m</i>	Chúng tôi đang học bài.
tr025	19	<i>f</i>	Tuần trước tôi gặp một người mà tôi biết là quan trọng.
tr026	20	<i>f</i>	Bạn tôi vừa thích tôi làm bánh vừa thích tôi chụp ảnh.
tr027	21	<i>f</i>	Chị ấy bán những món ăn ngon và không đắt tiền lắm.
tr028	22	<i>f</i>	Anh ấy thì ai cũng thương mà vẫn thấy buồn.
tr029	23	<i>m</i>	Tôi sẽ cho cô ấy bút vì anh đã cho cô ấy vở rồi.
tr030	24	<i>m</i>	Hôm qua tôi đến một căn nhà mà tôi thấy là rất đẹp.
tr031	25	<i>f</i>	Nó vừa muốn chị nấu cơm vừa muốn chị giặt áo.
tr032	26	<i>m</i>	Cuốn từ điển này chị bán thì tôi mua.
tr033	27	<i>m</i>	Bây giờ tôi có thể đi vì chị ấy đã đến.
tr034	28	<i>m</i>	Chị ấy vừa đạp xe về nhà vừa chào mọi người trên đường.
tr035	29	<i>f</i>	Anh ấy bị cô ấy dọa bỏ.
tr036	30	<i>m</i>	Thành phố mà tôi thích nhất là Hà Nội.
tr037	31	<i>m</i>	Tôi đã không làm được việc này vì bận quá.
tr038	32	<i>m</i>	Các em bé được cô giáo cho ra chơi.
tr039	33	<i>f</i>	Em ấy tay đau mà vẫn không muốn bạn giúp.
tr040	34	<i>m</i>	Chị ấy không thích chồng uống bia vào buổi tối.
tr041	35	<i>m</i>	Bà ấy vừa thích xem phim vừa thích đọc báo.
tr042	36	<i>m</i>	Bởi vì nếu tôi làm được việc này thì mẹ tôi rất vui cho nên tôi sẽ cố gắng.
tr043	37	<i>m</i>	Chị ấy bị tôi đọc trộm thư.
tr044	38	<i>f</i>	Quả cam này thì tôi nhớ là mẹ đã đưa cho tôi.
tr045	39	<i>f</i>	Hôm qua tôi nhận được thư của mẹ tôi.
tr046	40	<i>m</i>	Xe này nhiều người mua vì rẻ và chạy tốt.
tr047	41	<i>m</i>	Đứa bé này vừa cần uống nhiều sữa vừa cần ăn nhiều trái cây.
tr048	42	<i>m</i>	Tôi sẽ ở khách sạn một tuần rồi về ở nhà bạn tôi.
tr049	43	<i>m</i>	Người thường xuyên gửi thư cho tôi là mẹ tôi.
tr050	44	<i>m</i>	Cuốn sách mới được để cẩn thận trên bàn.
tr051	45	<i>m</i>	Cái bánh này thì tôi khuyên em không nên ăn.
tr052	46	<i>f</i>	Tôi biết người có quen cô gái đang đứng kia.
tr053	47	<i>m</i>	Cô ấy ở nhà vừa vì trời mưa vừa vì cô ấy ốm.
tr054	48	<i>f</i>	Tôi làm mất cuốn sách mà tôi nhớ là anh bảo tôi nên đọc.
tr055		<i>m</i>	This is the end of Form 2 of the Vietnamese repetition test.

APPENDIX IV: TRANSLATIONS OF INSTRUCTIONS

Chinese instructions

1. You will hear a sentence in **Vietnamese** and then you will repeat it back in **Vietnamese**.
1. 你将会听到越南语的句子，请用越南语重复。
2. The sentences will be of various lengths. Some will be shorter and some will be longer.
2. 这些句子长短不一，有一些长一点，有一些短一点。
3. It is not necessary for you to try to “imitate” the exact speed or sound quality of the speaker.
3. 你不需要完全模仿录音中的语速和音质。
4. We expect even native speakers to have some difficulty with some of these sentences, so just do the best that you can.
4. 我们甚至觉得其中的一些句子对母语者也会有一定的难度。
5. Just repeat to the best of your ability.
5. 你只需尽你最大的努力重复。
6. You will hear each sentence only once.
6. 每句句子只会听到一次。
7. When you are ready to hear the next sentence, signal me by nodding your head or saying “Next,” or “OK.”
7. 当你准备好听下一句的时候，你可以通过点头，或者说：“下一个”，或“OK”来告诉我。
8. At any time, tell me when you need to stop or take a break.
8. 任何时候，你都可以告诉我你想暂停或休息一下。
9. Do you have any questions?
9. 你还有问题吗？
10. We will first do some practice sentences.
10. 我们先做一些热身练习。
11. Tell me when you are ready to begin.
11. 当你准备好的时候，请告诉我。
12. Do you have any questions, or would you like me to adjust the volume?
12. 你有别的问题吗？或者你希望调节一下音量？
13. Let's begin the test.
13. 我们现在开始测试。
14. Listen to the sentence on the CD and repeat what you hear.
14. 听光盘上的句子，然后重复你所听到的。

Japanese instructions

1. You will hear a sentence in **Vietnamese** and then you will repeat it back in **Vietnamese**.
1. ベトナム語の一文を聞いて、それをベトナム語で復唱します。
2. The sentences will be of various lengths. Some will be shorter and some will be longer.
2. 文の長さはさまざまで、短いものもあれば、長いものもあります。
3. It is not necessary for you to try to “imitate” the exact speed or sound quality of the speaker.
3. 話者のスピードや音質を全くその通りに真似る必要はありません。
4. We expect even native speakers to have some difficulty with some of these sentences, so just do the best that you can.
4. これらの文の中には、母国語とする話者でさえ、いくらか苦勞するものがあるので、とにかく最善を尽くしてください。
5. Just repeat to the best of your ability.
5. とにかくできる限り復唱してください。
6. You will hear each sentence only once.
6. 各文はそれぞれ一度だけ聞くことができます。
7. When you are ready to hear the next sentence, signal me by nodding your head or saying “Next,” or “OK.”
7. 次の文章を聞く準備ができたなら、うなずくか、「次」或いは「はい」と言って私に合図してください。
8. At any time, tell me when you need to stop or take a break.
8. 中断、もしくは小休止が必要な場合にはいつでも私にその旨を伝えてください。
9. Do you have any questions?
9. 何か 質問はありますか？
10. We will first do some practice sentences.
10. 始めにいくつか練習の文をやります。
11. Tell me when you are ready to begin.
11. 始める準備ができたなら教えてください。
12. Do you have any questions, or would you like me to adjust the volume?
12. 何か質問はありますか？ 音量を調節して欲しいですか？
13. Let’s begin the test.
13. 試験を始めましょう。
14. Listen to the sentence on the CD and repeat what you hear.
14. CDの文を聞いて、聞こえたことを復唱してください。

Korean instructions

1. You will hear a sentence in **Vietnamese** and then you will repeat it back in **Vietnamese**.
1. 베트남어로 된 문장을 듣고 그 문장을 따라 해 주세요.
2. The sentences will be of various lengths. Some will be shorter and some will be longer.
2. 문장의 길이는 다양합니다. 짧은 문장도 있고 긴 문장도 있습니다.
3. It is not necessary for you to try to “imitate” the exact speed or sound quality of the speaker.
3. 말하는 속도나 목소리 음색을 흉내내실 필요는 없습니다.
4. We expect even native speakers to have some difficulty with some of these sentences, so just do the best that you can.
4. 베트남 사람들에게도 어려울 수 있는 문장들이기 때문에 염려하지 마시고 최선을 다해 주시면 됩니다.
5. Just repeat to the best of your ability.
5. 할 수 있는 한도 내에서 최선을 다해 따라 해 주세요.
6. You will hear each sentence only once.
6. 각 문장은 한번씩 들려 드립니다.
7. When you are ready to hear the next sentence, signal me by nodding your head or saying “Next,” or “OK.”
7. 다음 문장을 들을 준비가 되었을 때는 고개를 흔들어 표시를 하거나 “다음”이라고 말해 주시면 됩니다.
8. At any time, tell me when you need to stop or take a break.
8. 휴식이 필요하거나 멈추고 싶을 때는 언제든지 말씀 해 주십시오.
9. Do you have any questions?
9. 질문 있습니까?
10. We will first do some practice sentences.
10. 먼저 연습 문제를 몇 개 해보겠습니다.
11. Tell me when you are ready to begin.
11. 시작할 준비가 되었으면 말해 주십시오.
12. Do you have any questions, or would you like me to adjust the volume?
12. 질문 있습니까? 볼륨을 조절 할까요?
13. Let’s begin the test.
13. 실험을 시작하겠습니다.
14. Listen to the sentence on the CD and repeat what you hear.
14. 녹음된 문장을 듣고 그 문장을 따라 해 주시면 됩니다.

Russian instructions

1. You will hear a sentence in **Vietnamese** and then you will repeat it back in **Vietnamese**.
1. Прослушайте предложение на вьетнамском языке и повторите его..
2. The sentences will be of various lengths. Some will be shorter and some will be longer.
2. Предложения будут разной длины. Одни будут короче, а другие длиннее.
3. It is not necessary for you to try to “imitate” the exact speed or sound quality of the **speaker**.
3. Не надо пытаться подражать скорости речи или тембру голоса говорящего.
4. We expect even native speakers to have some difficulty with some of these sentences, so just do the best that you can.
4. Даже носители вьетнамского языка смогут испытать затруднения в произнесении этих предложений. Постарайтесь повторять предложения по мере своих возможностей.
5. Just repeat to the best of your ability.
5. Повторяйте предложения по мере своих возможностей..
6. You will hear each sentence only once.
6. Вы услышите каждое предложение только один раз.
7. When you are ready to hear the next sentence, signal me by nodding your head or saying “Next,” or “OK.”
7. Когда вы готовы прослушать следующее предложение, кивните головой или скажите «дальше» или «хорошо».
8. At any time, tell me when you need to stop or take a break.
8. Вы можете попросить перерыв в любое время..
9. Do you have any questions?
9. Есть вопросы?
10. We will first do some practice sentences.
10. Сначала мы дадим вам несколько предложений для практики.
11. Tell me when you are ready to begin.
11. Скажите, когда вы готовы начать.
12. Do you have any questions, or would you like me to adjust the volume?
12. Есть вопросы? Хотите, чтобы я сделал громче или тише?
13. Let’s begin the test.
13. Давайте начнем!
14. Listen to the sentence on the CD and repeat what you hear.
14. Прослушайте предложение и повторите то, что вы слышали

Vietnamese instructions

1. You will hear a sentence in **Vietnamese** and then you will repeat it back in **Vietnamese**.
1. Bạn sẽ nghe một số câu tiếng Việt và sẽ lặp lại bằng tiếng Việt.
2. The sentences will be of various lengths. Some will be shorter and some will be longer.
2. Các câu mà bạn sẽ nghe có độ dài khác nhau: Có một số câu ngắn, có một số câu dài.
3. It is not necessary for you to try to “imitate” the exact speed or sound quality of the speaker.
3. Bạn không cần phải lặp lại chính xác tốc độ câu nói hay giọng nói của người phát âm.
4. We expect even native speakers to have some difficulty with some of these sentences, so just do the best that you can.
4. Ngay cả người bản xứ cũng gặp khó khăn với một số câu, cho nên bạn cứ cố gắng hết sức mình.
5. Just repeat to the best of your ability.
5. Hãy cố gắng lặp lại chính xác theo hết khả năng của bạn.
6. You will hear each sentence only once.
6. Bạn sẽ chỉ được nghe mỗi câu một lần.
7. When you are ready to hear the next sentence, signal me by nodding your head or saying “Next,” or “OK.”
7. Khi bạn đã lặp lại xong một câu và sẵn sàng nghe câu khác thì hãy cho tôi biết bằng cách gật đầu hoặc nói “Câu tiếp theo”, hoặc nói “Xong.”
8. At any time, tell me when you need to stop or take a break.
8. Tại bất cứ thời điểm nào, nếu bạn cần ngưng cuộc trắc nghiệm này hoặc cần nghỉ một lúc, thì xin cho tôi biết.
9. Do you have any questions?
9. Bạn có câu hỏi gì không?
10. We will first do some practice sentences.
10. Chúng ta sẽ bắt đầu với một vài câu thử.
11. Tell me when you are ready to begin.
11. Xin cho tôi biết khi nào bạn đã sẵn sàng để bắt đầu.
12. Do you have any questions, or would you like me to adjust the volume?
12. Bạn có thắc mắc gì, hay có cần tôi chỉnh lại độ âm thanh to nhỏ không?
13. Let’s begin the test.
13. Chúng ta hãy bắt đầu.
14. Listen to the sentence on the CD and repeat what you hear.
14. Hãy nghe các câu trong băng, và lặp lại những gì bạn nghe.